

Croft Community School
Year 7 Catch up plan 2019-2020

Overall aim:

To provide CCS students in Year 7 (26) who are in need of extra support and intervention with a range of opportunities and strategies which will directly impact on their achievement.

The school has been allocated Year 7 Top Up funding according to how many learners in year 7 have not achieved National Curriculum Level 4. The total income for 2019-2020 is £13000

Key Area for Action	Action to be taken	Resources	Cost	Governor Update
<p>To enrich and enhance the learning of Year 7 students in Literacy.</p> <p>To improve year 7 progress in Reading.</p> <p>To improve year 7 progress in Spelling.</p>	<p>Provide support and intervention for reading for identified pupils through:</p> <ul style="list-style-type: none"> ✓ Continued purchases and updating of appropriate resources including a range of books for the library and resources related to the purchase of equipment related to Read, Write, Inc. and Lexia ✓ Facilitating time for Lead for English to plan, baseline and develop programme for Year 7 cohort including interventions as and when required. ✓ Develop intervention programmes for Year 7 students related to the development of spelling and reading. ✓ Providing appropriate training for the appropriate pastoral teams with the implementation of Accelerated Reader, Lexia and Read Write Inc for those 	<ul style="list-style-type: none"> ✓ Cost of training for staff related to delivering intervention programmes. ✓ Time given for staff planning intervention and baselining of Year 7 cohort. ✓ Progression documents to create- related to development of reading and spelling measurement tools. ✓ Staffing costs related to intervention programmes. 	<ul style="list-style-type: none"> • Additional teaching and staffing for targeted groups of students - £3000 • In-class support for Literacy and Numeracy • Small group and one to one tuition £2000 • Specific learning resources to support learning £1000 • Teachers and Learning Support Assistants offering extra intervention and support in Literacy and Numeracy • Additional guided reading sessions in the 	<p>Regular intervention report for Year 7 catch up impact to be provided for HT reports by Charlotte McGladdery.</p> <p>Regular updating of assessment levels related to reading and spelling levels provided for HT reports.</p> <p>Regular feedback from staff leading intervention programmes to Head of English and SLT to progress made by pupils.</p>

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	students for whom it is appropriate.		library staffed by HLTA	
<p>To enrich and enhance the learning of Year 7 students in Maths.</p> <p>To improve Year 7 progress in Maths related to Place Value, Geometry, addition and subtraction.</p>	<p>Provide support and intervention for Maths for identified pupils through:</p> <p>Purchase of KS3 Catch-Up Maths: 5 individual workbooks at</p> <p>Range of scientific calculators purchased</p> <p>Purchases of licences for Purple Mash</p> <p>1:1 intervention programmes to support students with developing their mathematics skills. This could relate to place value, geometry, addition and subtraction. Programmes of interventions to be created.</p> <p>Facilitating time for Lead for Maths to plan, baseline and develop programme for Year 7 cohort including interventions as and when required.</p> <p>Baseline assessments of all Year 7 students to be completed.</p> <p>Provide appropriate training for the use of Mathletics and purple mash</p>	<p>Cost of books and associated resources.</p> <p>Costs of scientific calculators</p> <p>Cost of the purchases of licences related to Purple Mash.</p> <p>Costs of training for staff related to the delivery of intervention programmes.</p> <p>Staffing costs related to intervention programmes.</p>	<p>•Additional teaching and staffing for targeted groups of students - £3000</p> <p>•In-class support for Literacy and Numeracy</p> <p>•Small group and one to one tuition £2000</p> <p>•Specific learning resources to support learning £1000</p>	<p>Regular intervention report for Year 7 catch up impact to be provided for HT reports by Joseph Vernon.</p> <p>Regular reports created for HT report related Maths data capture related to geometry, place value, addition and subtraction.</p>

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	to support the learning of students.			
			Total spend to date	£12000
			Total left to spend	£1000

This plan will be reviewed termly and discussed with English and Maths teachers to ensure appropriate spending and other options throughout the year. As it was felt that each of the above targets were essential to improving outcomes for Year 7 students any overspend will be accommodated by school budget.

Key Area for action	Progress towards actions			Report for Governors
	Autumn	Spring	Summer	
<p>To enrich and enhance the learning of Year 7 students in Literacy.</p> <p>To improve year 7 progress in Reading.</p> <p>To improve year 7 progress in Spelling.</p>	<p>Extra books have been purchased for the library and the library has been organised by some student volunteers who are now librarians.</p> <p>Intervention programmes have been introduced with regard to the specific needs of the pupils. These have been planned by the English lead with regard to specific outcomes to be achieved by</p>	<p>Due to Covid it has been hard to ascertain the impact interventions have had to date. The library has been improved and another £1000 has been spent to purchase more books for Read Wrtie Inc and the Accelerator Reader scheme.</p> <p>Intervention programmes continue for pupils and data used to</p>		<p>See Autumn progress towards actions/outcomes.</p> <p>Maths teachers have completed baselines for all of the new Year 7 cohort, these have been completed on assessment overviews.</p> <p>First data capture was completed by February 24th by Assessment lead. This will be then formulated to demonstrate impact of interventions using the Progression assessment system. Data demonstrates that of the 28 pupils in Year 7 12 pupils have accessed intervention programmes where it was felt that not enough progress was being made by pupils. Pupils progress following these interventions was to be assessed at the end of the Easter Term.</p> <p>Reading and Spelling ages to be compiled at the end of Spring Term to ascertain progress towards projected levels and impact of interventions.</p>

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	<p>individual pupils. The English lead has identified using Progression the students in Year 7 who require interventions following baseline assessments.</p> <p>All members of the Year 7 cohort have been 'baselined' with regard to spelling and reading ages.</p> <p>Training undertaken by pastoral staff and all Year 7 pupils engaged in Accelerated Reader during afternoon pastoral sessions.</p> <p>Additional staff provided to support intervention programmes and withdrawal of pupils from lessons to work in small groups.</p>	<p>put in place planned individual interventions for 12 pupils. This has included interventions to develop phonological understanding and developing writing styles.</p>		<p>Progression Data Baseline is completed on a separate document and sent to Governors.</p>
<p>To enrich and enhance the learning of Year 7 students in Maths.</p>	<p>Individual workbooks have been purchased to</p>	<p>From baseline assessments to data capture at the end of Autumn 6</p>		<p>From baseline assessments to data capture at the end of Autumn 6 pupils have been provided with small group interventions. These have been added the pupil's</p>

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<p>To improve Year 7 progress in Maths related to Place Value, Geometry, addition and subtraction.</p>	<p>support the learning of pupils.</p> <p>Scientific calculators have been purchased.</p> <p>Following a free trial of Purple Mash the Maths lead has concluded that the programmes are not of good value for pupils and the school and alternative programmes are being researched including mathletics and other programmes.</p> <p>Baselines have been completed for all new Year 7 cohort and targeted intervention has begun.</p>	<p>pupils have been provided with 1:1 interventions to support pupil's abilities to gain understanding in key mathematical concepts. 6 pupils have accessed these interventions and progress will be reported at the end of the Spring term.</p> <p>Assessments indicated that pupils required support with place value so interventions have been centred on this aspect of the curriculum.</p> <p>Place Value</p>		<p>mathematical baseline assessments and will be re-assessed at the end of the Spring Term.</p> <p>This will ascertain the progress the pupils have made following interventions.</p>
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